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ABSTRACT

This is the second of a series of Capsule Bibliographies on current issues on urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as freedom schools, alternative schools, community schools, educational alternatives, educational innovation, and experimental schools are used to encompass the concept of alternative schools. The bibliography covers materials in the ERIC system through July 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

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ERIC/CUE CAPSULE BIBLIOGRAPHY SERIES

Number 2, August 1976

ALTERNATIVE SCHOOLING

Compiled by

Raja Jayatilleke

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INTRODUCTION

This is the second of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Clearinghouse profile for "urban and minority" concepts. Such descriptors (subject headings) as freedom schools, alternative schools, community schools, educational alternatives, educational innovation, and experimental schools were used to encompass the concept of alternative schools. The bibliography covers materials in the ERIC System through July 1976.

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1 EJ121849 TM501744
Dialect and Reading: A Review of Alternative Solutions
Somerville, Mary Ann Review of Educational Research; 45; 2; 247-62 Spr 75
Descriptors: *Reading Instruction/ *Negro Students/ *Educational Alternatives/ *Nonstandard Dialects/ *Reading Difficulty/ Reading Materials/ Academic Achievement/ Teacher Attitudes/ Disadvantaged Youth/ Primary Education
Identifiers: *Black English
Children who speak Black English may have difficulty in acquiring reading skills because of negative teacher attitudes about their dialect and because of inappropriate initial reading material. Although some solutions have been suggested, few have been investigated. (BJG)

2 EJ118523 UD503512
Educating Alienated Inner-City Youth: Lessons from the Street Academies
Levine, Daniel U. Journal of Negro Education; 44; 2; 139-148 Spr 75
Descriptors: *Alternative Schools/ *Educational Alternatives/ *Urban Education/ *Educationally Disadvantaged/ *Educational Innovation/ Instructional Innovation/ Educational Change/ Dropout Programs/ Community Schools/ Humanistic Education
In order to try to explain the success of street academies, descriptions of such schools from both the popular and professional literature are used to develop an analysis of typical program characteristics; suggest less obvious possible reasons for success which are usually not cited and speculate on one global program characteristic that may be critical for effectiveness: a commitment to a humanistic concern for the individual as a unique person. (EH)

3 EJ113479 UD503440
From Relevance to Excellence: The Challenge of Independent Black Education Institutions
Wesul, Jitu Black Books Bulletin; 2; 3 & 4; 20-23 W 74
Descriptors: *Relevance (Education)/ *Negro Education/ *Educational Alternatives/ *Black Power/ *African American Studies/ Black Community/ Community Control/ Negro Institutions
It is necessary to shift our concerns from establishing black independent schools that are relevant and temporary to developing institutions that will become excellent and permanent forces in the struggle for black liberation. (EH)

4 EJ113477 UD503438
The Need for a Pan-Afrikanist Alternative to the Street Institution
Perkins, Eugene Black Books Bulletin; 2; 3 & 4; 8-11 W 74
Descriptors: *African American Studies/ *Educational Alternatives/ *Negro Youth/ *Youth Programs/ Nonformal Education/ Urban Youth/ Community Education/ Educational Anthropology
While the streets provide the basic orientation to life for the black child, the curriculum is essentially self-defeating. New alternatives must be provided for black youth, organized around Pan-Afrikan concepts of social traditions and family, aiming to facilitate youth's transition to true adulthood. (EH)

5 EJ109932 SE512512
An Alternative Education Experience: A Workable Program for Science in Large-City Schools for the Disadvantaged
Kahle, Jane B.; And Others Science Teacher; 41; 9; 44-48 Dec 74
Descriptors: *Alternative Schools/ *Disadvantaged Youth/ *General Science/ *Secondary School Science/ Autoinstructional Programs/ Flexible Scheduling/ Instruction/ Individualized Instruction/ Program Descriptions
Identifiers: *Minicourses
Describes a program for teaching science, in inner city Chicago, organized around modules or minicourses geared to nonacademic students. The individualized instruction of this alternative approach helped overcome student absenteeism as well as achievement level differences. (BR)

6 EJ105810 EA505351
'La Escuelita' -- Bilingual School
Zirkel, Perry A.; de Castejon, Sandra School Management; 18: 8: 16-17,19,27 Oct 74
Descriptors: *Bilingual Schools/ *Community Schools/ *Curriculum/ *Program Descriptions/ *Spanish Speaking/ Bilingual Education/ Elementary Schools
In Hartford, Connecticut, the Ann Street Bilingual Community School provides specialized services to over 300 Spanish-speaking students from preschoolers to parents. Describes the school and its programs. (JF)

7 EJ103051 RC501556
CICSB Urges More Control at Local Levels
Education Journal of the Institute for the Development of Indian Law; 1: 8: 7-12 Apr 73
Descriptors: *American Indians/ *Boards of Education/ *Community Control/ *Educational Alternatives/ Educational Development/ Organizations (Groups)/ Program Descriptions/ Self Directed Groups/ School Community Relationship/ Success Factors
Identifiers: *Coalition of Indian Controlled School Boards/ CICSB
The Coalition of Indian Controlled School Boards was organized in 1971, forming an alliance of Indian schools who shared common educational concerns. The Coalition stand has proved that the most effective way to successfully improve education for American Indians is to place the control and decision making power in the hands of Indian people. (KM)

8 EJ098359 RC501461
Let Us Tell You Something about our School (Our School, Ramah High School)
Weewish Tree; 2, 5; 21-2 Mar 74
Descriptors: *American Indians/ *Experimental Schools/ *High Schools/ *Self Directed Groups/ Childrens Books/ Educational Objectives/ History/ Individual Power/ Models
Identifiers: *Ramah Navajo High School
The article describes Ramah Navajo High School (New Mexico), the first secondary school in the nation owned by American Indians. (KM)

9 EJ093431 RC501415
An Alternative to Failure
Fitzgerald, Paul; Davis, Thomas Journal of American Indian Education; 13: 2: 1-3 Jan 74
Descriptors: *American Indians/ *Community Schools/ *Educational Philosophy/ *School Community Relationship/ Cultural Context/ Dropout Prevention
Identifiers: *Wisconsin
The development of a community school in Menominee County (Kishena, Wisconsin) is described. (FF)

10 EJ092699 EA504656
Creativity in the Open Classroom
Petrie, Ann; Wallenstein, Barry Impact on Instructional Improvement: 9: 2: 14-21 74
Descriptors: *Creativity/ *Open Education/ *Creative Writing/ *Minority Group Children/ Urban Schools/ Poetry/ Oral Expression/ Drama/ Elementary School Students
Focuses on the role of consultants from the school of liberal arts in the Training Trainers of Teachers process at City College in New York City to several New York City elementary schools. Triple T is a federally funded project intended to provide models for reform in the content and structure of teacher education, as well as reorganize and improve the elementary school classroom teaching and learning environment. (Author)

11 EJ089463 EA504480
Phoenix Indians Adopt Community Education
Little, Vincent; Rummell, Larry Community Education Journal; 4; 1; 18-19,62 Jan-Feb 74
Descriptors: *Community Education/ *American Indians/ *Community Schools/ Urban Education/ Program Development/ Community Involvement
Identifiers: Phoenix/ Arizona
Describes the development of a community education program for the urban Indian population of Phoenix. (DN)

12 EJ089461 EA504478
Douglas Community School
Campbell, Tom Community Education Journal; 4; 1; 12-15 Jan-Feb 74
Descriptors: *Community Education/ *Community Schools/ *School Community Programs/ *Mexican Americans/ School Community Relationship/ Community Involvement/ Adult Education
Identifiers: Douglas/ Arizona
A short, functional dialogue about two Mexican-Americans and an adult community education program in Douglas, Arizona. In Spanish with an English translation. (Author/DN)

13 EJ085522 AA516731
The People Place''
Educational Leadership; 31; 1; 65-9 Oct 73
Descriptors: *Ethnic Studies/ *Ethnic Groups/ *Educational Innovation/ Ethnology/ Cross Cultural Studies/ Ethnic Relations / Sociocultural Patterns/ Cultural Images
Article describes the Ethnic Studies Center of the Richmond Public Schools, which was established by the funding of the U.S. Department of Health, Education, and Welfare's Emergency School Assistance Program. (GB)

14 EJ080185 CS705250
Thoughts After Two Years at Livingston
Zemelman, Steven College English; 34; 4; 511-24 Jan 73
Descriptors: *Experimental Schools/ *College Curriculum/ *Minority Groups/ *Teacher Attitudes/ *English Instruction/ Student Attitudes/ College Teachers
Identifiers: Livingston College/ Rutgers University
The author describes the strengths and weaknesses, successes and failures of the experimental curriculum and heterogeneous student body at Livingston College. (MM)

15 EJ078500 EM503315
Education of the Culturally Different Chicano: Public Schools vs. Alternative Schools
Armas, Jose Educational Resources and Techniques; 12; 2; 21-23 Sum 72
Descriptors: *Alternative Schools/ *Cultural Factors/ *Educational Change/ *Educational Problems/ *Mexican Americans

16 EJ070523 HE503761
DQU Their Own Place in the Sun
Janssen, Peter Change; 5; 1; 45-48 Feb 73
Descriptors: American Indian Culture/ *Disadvantaged Groups/ *Ethnic Groups/ *Experimental Schools/ *Higher Education/ Mexican Americans/ *Open Enrollment
DQU in an unique higher learning enterprise modeled by American Indians and Chicanos for American Indian and Chicano students. (Editor/HS)

17 EJ065722 HE503423
The New'' Old Westbury
Lane, Earl Change; 4; 7; 22-23 Sep 72
Descriptors: *Academic Standards/ Educational Innovation/ *Educationally Disadvantaged/ Experimental Colleges/ *Higher Education/ *Open Enrollment/ *Remedial Programs
Experimental college deals with the problem of maintaining academic standards with an open admissions policy. (HS)

18 EJ063042 UD501784
Metaphors for Humanistic Education
Joyce, Bruce R. Culture and Education; 4; 3; 10-16 F 72
Descriptors: *Compensatory Education Programs/ *Counseling Services/ *Culturally Disadvantaged/ *Educational Change/ *Educational Innovation/ Instructional Innovation/ Social Change

19 EJ061605 AA513258
Innovation is Tradition in West Harlem
Resnik, Henry S. Saturday Review; 55; 34; 50-3 Aug 72
Descriptors: Educational Environment/ *Educational Innovation / *Educationally Disadvantaged/ *Junior High School Students/ Negro Youth/ Participant Characteristics/ Program Descriptions/ *Remedial Programs/ *Urban Education
Identifiers: Harlem
A husband-wife teaching team defies the rules of failure by giving their students a chance to fight the system. (Editor)

20 EJ059568 AA512876
A Different Kind of High School
DeRosa, Frank Momentum; 3; 2; 32-7 May 72
Descriptors: *Catholic High Schools/ *Compensatory Education/ *Disadvantaged Youth/ *Experimental Schools/ Guidance Programs/ Instructional Materials/ Parent Participation/ Student Teacher Relationship/ *Urban Education/ Work Study Programs
Describes New Catholic High School in Brooklyn, N.Y., an innovative school for inner city disadvantaged youth. (MB)

21 EJ058763 HE503244
The University Without Walls
Watson, Goodwin Liberal Education; 58; 2; 222-25 May 72
Descriptors: Admission Criteria/ *Disadvantaged Youth/ *Educationally Disadvantaged/ Equivalency Tests/ Higher Education/ *Open Enrollment/ *Universal Education/ Work Experience

22 EJ038558 EA501571
Atlanta Pioneers a Community School-Center Complex
Pendell, R. C. Community Education Journal; 1; 2; 28-36 May 71
Descriptors: Community Education/ Community Programs/ *Community Schools/ Community Services/ *Disadvantaged Youth/ Federal Aid/ *Middle Schools/ *School Community Cooperation/ Social Agencies/ *Urban Education
Identifiers: Atlanta
A middle school and 13 social service agencies comprise the John F. Kennedy community school complex in Atlanta, Georgia. (Author)

23 EJ034388 UD500895
A New School for the Cities
Meeker, Robert J.; Weiler, Daniel M. Education and Urban Society; 3; 2; 129-243 Feb 71
Descriptors: Community Involvement/ *Disadvantaged Youth/ Experimental Curriculum/ *Experimental Schools/ *School Planning/ Sequential Learning/ *Sequential Programs/ *Urban Education/ Work Study Programs
Identifiers: System Development Corporation

24 EJ015297 UD500400
What Rough Rock Demonstrates
Erickson, Donald A.; Schwartz, Henrietta Integrated Educ; 8; 2; 21-34 70 Mar-Apr
Descriptors: Administrator Attitudes/ *American Indians/ Board Administrator Relationship/ *Community Control/ *Demonstration Programs/ *Experimental Schools/ Teacher Attitudes
Identifiers: *Navaho Reservation/ Rock Point Experimental School/ Rough Rock Demonstration School
Compares Rough Rock Demonstration School with three schools administered by the Bureau of Indian Affairs (B.I.A.), and finds that Rock Point, B.I.A.'s experimental school, has academic and dormitory programs definitely superior to the nationally publicized programs at Rough Rock. (JM)

25 ED119017 CE006618
Youth Development Program Models: A Technical Assistance Pamphlet.
Office of Economic Opportunity, Washington, D.C.
Publ. Date: Oct 71 Note: 106p.; For related documents, see CE 006 438 and CE 006 619-621

Descriptors: Action Programs (Community)/ Business Skills/ Community Resources/ Community Support/ Demonstration Programs/ Demonstration Projects/ *Disadvantaged Youth/ *Educational Alternatives/ Federal Programs/ Human Development/ *Job Training/ Leadership Training/ Management Development/ Models/ *Program Descriptions/ Youth Employment/ Youth Opportunities/ *Youth Programs
Identifiers: *Youth Development Programs
The publication contains descriptions of 20 Office of Economic Opportunity Youth Development Programs (YDPs). The program models represent a cross-section of program emphases. Many involve multiple program or project areas which is characteristic of the YDP. As illustrated by the models, one of the basic aspects of the YDPs is that of coordinating and mobilizing resources and community support for the programs. Each program description lists the following: name of the program, name and telephone number of a contact person, the Community Action Agency (CAA) associated with the program, and the program emphasis. Information in paragraph form is provided under five main sections for each program: problems addressed by the program, program goals, background, program organization (description of youth councils and structure of the program) and financial and human resources. Additional information (financial statements, organizational charts, and program forms) is included for some of the programs. (Author/MS)

26 ED118290# RC009949
Educacion Alternativa: On the Development of Chicano Bilingual Schools.
Macias, Reynaldo; And Others
Southwest Network, Hayward, Calif.
Publ. Date: 75 Note: 81p.
Available from: Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 ($1.00)
Document Not Available from EDRS
Descriptors: *Alternative Schools/ Annotated Bibliographies/ *Bilingual Schools/ Curriculum Development/ *Educational Alternatives/ *Educational Development/ Elementary Secondary Education/ Financial Needs/ Language Planning/ Literature Reviews/ *Mexican Americans/ Program Evaluation/ School Organization/ School Role
Identifiers: *Chicanos
Intended to contribute to the furthering of the development of alternative schools, this book discusses various problems and issues which arise in setting up culture-based, bilingual programs. These include: (1) possible types of alternative efforts at schooling, (2) questions which need to be considered before setting up a curriculum, (3) curriculum development, (4) Chicano language/speech and language planning in the school, (5) school organization, (6) training in the school, (7) financial costs and fund raising, and (8) program evaluation and documentation. The sociopolitical context of Chicanos and schools in the United States is discussed. Also included are: (1) a listing of followup readings, given at the end of each chapter; (2) a 47-item annotated and selected bibliography of materials pertaining to bilingualism and bilingual education, Chicano speech, and Chicano education in general; and (3) a partial directory of Chicano alternative schools and of Chicano Studies Programs. (NQ)

27 ED118173 95 JC760099
A Proposal for the Development of Ramon E. Betances Community College. Final Report.
Alicea, Victor G.; Schaefer, Dennis P.
Puerto Rican Research and Resources Center, Washington, D.C.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Bureau No.: R-021029
Grant No.: OEG-0-72-4715
Publ. Date: 30 Nov 73 Note: 111p.

Descriptors: *College Planning/ *Delivery Systems/ *Educational Alternatives/ External Degree Programs/ Interinstitutional Cooperation/ Off Campus Facilities/ *Post Secondary Education/ Puerto Rican Culture/ *Puerto Ricans/ Shared Facilities/ Work Study Programs
Identifiers: *Universidad Boricua
In 1972, the Puerto Rican Research and Resources Center began to develop a college which would respond to the inadequacies of the present educational system in meeting the needs of Puerto Ricans. Although a community college was orignially envisioned, the end result was a plan for a university (universidad Boricua) which will have learning centers in New York, Boston, Philadelphia, and Puerto Rico, and which will offer bachelor of arts, associate of arts, certificate, and high school equivalency degrees. Each learning center will be housed in a storefront-type facility in a Puerto Rican neighborhood. The proposed university will use existing resources by entering into cooperative agreements with other colleges and universities for the use of laboratories, libraries, and gymnasiums. It will also solicit the support of local businesses in developing and implementing work/study programs. Universidad Boricua will concentrate on five major fields of study: communications technology, teaching, medical/health technology, urban renewal, and law. This report describes the planning process and the resulting plan and outlines the implementation process. A profile of Universidad Boricua and an overview of the Puerto Rican migrant are appended. (DC)

28 ED117236 87 UD015630
Manual for Developing a School-Within-a-School Alternative Program.
Portland Public Schools, Oreg.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Publ. Date: 74 Note: 180p.; For related document, see UD 015 631

Descriptors: *Alternative Schools/ Counseling/ Curriculum Guides/ *Disadvantaged Youth/ Educational Alternatives/ Educational Innovation/ Educational Programs/ Experimental Schools/ Federal Programs/ Guidance/ *Guidelines/ *High School Students/ Management/ Potential Dropouts/ Program Coordination/ Program Descriptions/ Program Design/ Program Effectiveness/ *Program Guides/ Student Alienation
Identifiers: Elementary Secondary Education Act Title III/ Esea Title III/ Oregon (Portland)/ Project FOCUS
This guide is based on the experiences and procedures generated in the FOCUS Project at a Portland, Oregon high school. The document includes an overview which addresses the basic FOCUS philosophy, overall goals and objectives, staffing, and student audience. The instruction section contains the curriculum model, cross peer instruction, utilizing community resources, and performance objectives. Counseling and Guidance functions, analyzing student attitudes, anecdotal records, and attendance procedures are included under counseling and guidance. The support component addresses the physical resources, utilizing school resources, financial resources, and student teaching programs, while the management component addresses evaluation design, dissemination, and staff development. Among the special procedures listed are field trips, emergency health procedures, periodic parent contact, media-aware and materials, and "unclassroom" policy. Ready-made answers to the ten most frequently asked questions regarding FOCUS are provided. General considerations pertinent to transportability of the FOCUS model seen to be helpful to others planning or developing similar programs are discussed under the headings of do's and don't's. Appendices include special forms used in FOCUS, and an outsider review of the program. (Author/AM)

29 ED116861 RC008932
Report on an Effort to Create an Indian Community School.
Nicholas, Darryl
New England Program in Teacher Education, Durham, N.H.
Publ. Date: 1 Dec 75 Note: 10p.

Descriptors: *Agency Role/ *American Indians/ Budgets/ *Community Schools/ Conflict/ *Decision Making/ Elementary Secondary Education/ Government (Administrative Body)/ Problems / *Program Descriptions/ Reservations (Indian)
Identifiers: Canada/ *Maliseets/ New Brunswick/ Northern Development and Indian Affairs
Detailing the decisions and procedures involved in the development of a community school (K-9) on the Tobique Indian Reserve in New Brunswick, Canada, this report describes the initial stages of development and presents the viewpoint of the education project director. Among the procedures, processes, problems, and conflicts described are: (1) selection of the education project director; (2) use of a community survey to determine community educational needs and preferences; (3) creation of a 4-member team of advisors to aid the chief and council in deciding on facility type and program direction; (4) securing an architect who could be made to respect Reserve authority rather than that of Indian Affairs; (5) recruitment of a suitable director; (6) a communication breakdown between the school board, the chief, and the advisory team; (7) conflict between the Reserve and Indian Affairs over land, money, personnel, etc. (an "approved" budget went from $313,000 to $250,000); and (8) authority conflicts among all decision makers. Despite the numerous problems cited, this report indicates that the school did open sometime in 1975 but still needs: (1) an acceptable education agreement; (2) renewal of discussions between the chief, council, and school board; (3) negotiation of a realistic budget and fiscal control with Indian Affairs; and (4) on-going staff and curriculum development. (JC)

30 ED111541# RC008721
No One Single Solution.
San Miguel, Guadalupe, Jr.
Chicano Fellows, Stanford, Calif.
Publ. Date: 75 Note: 20p.; For related documents, see RC 008 720, RC 008 722-724
Available from: Not available separately, see RC 008 720
Document Not Available from EDRS
Descriptors: Adult Leaders/ *Attitudes/ Bilingual Education/ *Change Agents/ *Educational Alternatives/ Educational Responsibility/ *Educational Theories/ *Mexican Americans/ Problem Solving
Identifiers: *Chicanos
Recently a great deal of attention has been given to Chicano education. Much of the agitation for Chicano recognition within the educational system has been spearheaded by the youth in the public schools and by a small number of older and respectable Chicano activists and educators. This paper analyzes various educational reforms suggested by some influential educational leaders. The educational ideas of 8 Chicano and 1 Anglo leaders who appeared before the Select Committee on Equal Educational Opportunity of the U.S. Senate in Washington, D.C., on August 19-21, 1970 are examined. The ideals of these educators and some of the underlying assumptions that they make about the nature of changes schools can make and the nature of social change are discussed, pointing out the direction Chicano educators are going. These leaders' ideas display a shift away from the cultural determinist perspective, which has dominated sociological and anthropological literature since the late 50's. Only one of the 9 educators used a variation of the cultural determinist theory as an analytical framework. The others favored the structural-environmental determinist theory or a variation of it. (Author/NQ)

31 ED108120 CS001842
The New Learners: Focus for the Future.
Kerstiens, Gene
Publ. Date: Mar 75 Note: 11p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

Descriptors: Educational Change/ *Educational Innovation/ *Educationally Disadvantaged/ Educational Opportunities/ Educational Trends/ Higher Education/ *Post Secondary Education/ Reading Instruction/ Relevance (Education)/ Student Attitudes/ Student Interests/ Student Needs

There are increasing numbers of nontraditional students with atypical learning problems, life styles, and ambitions appearing in the academic establishment, and the number is likely to grow during the next five years. Studies consistently confirm the success of treating the nontraditional student and thereby bringing about desired and desirable behavioral changes in individuals who were once thought to be unreasonably difficult, uneducable, incompetent, and even hopeless. The handicapped can be helped to lead rewarding and productive lives, the elderly can acquire new skills and find valuable outlets for these skills, and the mentally retarded may, in fact, according to recent research, be able to learn to read. In order to meet the needs of the new students, the following changes are likely to occur in education: concepts of instructional time and timing will change to accommodate more mini-courses, modular instruction, and short courses; the concept of learning space and facilities will change, especially to serve many students pursuing an external degree in off-campus situations; and management of human resources will become more adequate. (LL)

32 ED101894 88 RC008329
Open Concept School for Indian Education.
Bishop, Robert E.
Sault Sainte Marie Public Schools, Mich.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.
Publ. Date: Jan 75 Note: 49p.; Colored pages and photographs may reproduce marginally

Descriptors: *Academic Achievement/ Alternative Schools/ *American Indians/ Communication Skills/ Comparative Analysis/ Educational Assessment/ *Elementary Education/ Followup Studies / *Open Education/ Parent Reaction/ *Program Evaluation/ Questionnaires/ Student Attitudes/ Student Evaluation/ Teacher Attitudes

Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Michigan/ *Ojibways

A Title III, Elementary and Secondary Education Act, open concept school program has been serving the Ojibway Indian Community for 4 years and has recently been evaluated. Derived from a project evaluation submitted August 19, 1974, this informal report presents comparative data on the open concept and traditional school. Using a "frequency observed" parameter, evaluators compared the experimental school with a traditional school from the same district via site observations. Transition from elementary to junior high school was evaluated via data relative to daily absenteeisms, discipline referrals, and academic failure in math, English, social studies, and sciences for grades 7 and 8. Parental attitudes were evaluated via 30 completed questionnaires (over 100 were solicited). Student attitudes were measured by a 25 item questionnaire wherein response was made via a picture of a "smiling", neutral, or negative face. Teacher attitudes were measured by a written questionnaire concerned with implementation procedures (lesson plans, classroom rules, discipline, work assignments, etc.) The evaluator's summation stated that "In general, the open concept program has exhibited success in meeting its objectives; its major weakness involves the language arts and reading components of the program, as well as staff communication". (JC)

33 ED101893 88 RC008328
Open-Concept School for Indian Education, Sault Ste. Marie, Michigan, Title III, ESEA 1973-74. External Evaluation Report.
Prince, Henry J.
Sault Sainte Marie Public Schools, Mich.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.
Publ. Date: 19 Aug 74 Note: 67p.; For related document, see ED 091 117; Best Copy Available

Descriptors: *Academic Achievement/ Alternative Schools/ *American Indians/ Communication Skills/ *Comparative Analysis/ Educational Assessment/ Elementary Education/ Followup Studies/ *Open Education/ Parent Reaction/ *Program Evaluation/ Questionnaires/ Standardized Tests/ Student Attitudes/ Teacher Aides/ Teacher Attitudes
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ Michigan/ *Ojibways
An external evaluation reporting on the Title III, Elementary and Secondary Act, Open Concept School Program for Indian Education, focuses on cognitive and psychomotor development of experimental students, perceptions of the program (staff members, parents, and non-experimental teachers), and program accomplishment of other objectives, primarily process and procedural aims. Comparative data gathered over a 1 year period are presented in tabular form with accompanying narrative. Data are derived from teacher and on-site observations, parent and staff questionnaires, staff interviews, a junior high school followup study, standardized academic achievement tests, affective domain results, and a diffusion study. In terms of program objectives, data reveals that: the staff has developed alternate staffing patterns and flexible student management practices, introduced early childhood education for preschoolers, provided individualized laboratory instruction, established learning centers in major subject areas, and increased parental understanding of educational objectives. Students have not improved their knowledge, comprehension, and application in language arts by an 0.75 grade level equivalent, but have accomplished these goals in mathematics. Generally the open concept program has been successful in meeting its objectives: its major weakness involves the language arts and reading components, and staff communication. (JC)

34 ED100580# RC008270
Chicano Alternative Education.
Galicia, H. Homero; Almaguer, Clementina
Southwest Network, Hayward, Calif.
Publ. Date: Jan 74 Note: 138p.
Available from: Southwest Network, 1020 B Street, Suite B, Hayward, California 94541 ($2.00 plus $0.20 handling and postage)
Document Not Available from EDRS.
Descriptors: *Alternative Schools/ Change Strategies/ Decentralization/ *Educational Alternatives/ Educational Development/ *Elementary Secondary Education/ *Higher Education / Interviews/ *Mexican Americans/ *Program Descriptions
Identifiers: Chicanos
Alternative schooling is challenging some basic notions of curriculum, operation, and structure of traditional schools; it is not challenging the basic concept of schooling. Chicano alternative education, an elusive concept, lacks a precise definition. Chicano alternative schools reflect a vast diversity in structure, focus, and goals. The Chicano movement toward alternative schools does not reflect a single unitary approach. Yet, these schools are characterized by common motivation--to develop a viable alternative to conventional institutions that have historically failed to respond to the Chicano's educational needs. There are Chicano alternative schools in elementary, secondary, and higher education. This publication presents: (1) a discussion of the shortcomings of schooling in American society; (2) a profile of 4 Chicano alternative efforts in higher education--Colegio Jacinto Trevino, La Universidad de Aztlan, Deganawidah-Quetzalcoatl University (D-QU), and La Academia de la Nueva Raza; (3) a summary description of 7 alternative Chicano schools in California--Oakland Street Academy, Casa de la Raza, Escuela del Barrio, Colegio de la Mision, Huelga School, D-QU, and Universidad de Aztlan; and (4) transcripts of interviews with personnel from the 7 alternative Chicano schools. (NQ)

35 ED094059 UD014403
Lower East Side Preparatory School, 1972-1973. Final Report.
Wong, Daisy; And Others
Teaching and Learning Research Corp., New York, N.Y.
Sponsoring Agency: New York City Board of Education, Brooklyn, N.Y.
Publ. Date: 73 Note: 36p.; Function No. 17-36472
Available from: Teaching and Learning Research Corp., 91-31 Queens Boulevard, Elmhurst, New York 11373 (Price not quoted)

Descriptors: *Alternative Schools/ *Chinese Americans/ Cultural Enrichment/ Disadvantaged Youth/ Dropout Programs/ *Dropout Rehabilitation/ Economically Disadvantaged/ Educationally Disadvantaged/ Guidance Services/ High Schools/ Paraprofessional School Personnel/ *Program Evaluation/ Remedial Instruction/ Tutorial Programs
Identifiers: *New York City
The Lower East Side Preparatory School's main goal was to provide basic educational requirements for graduation with improved self-image among students who are dropouts/returnees from the lower east side. Because of the school's location it included the Chinatown area. The student population consisted principally of dropouts with poor academic skills from public high schools, below the age of 21, living in the lower east side community. 60 percent of whom were of Chinese ethnic background and who fell below high school levels in grade equivalency on a standardized testing of reading comprehension. Average class size was 15 students. Students received guidance services of the Community Liaison worker staff. Students were provided with additional tutoring, visits to cultural and business organizations, and other special activities. A student who remained at the Urban Prep School through his course of study, would receive full credit toward his diploma from a cooperating public high school or from the Dalton school. The student population was 98, 95, and 84 during the three semesters respectively. Learning laboratory facilities were provided utilizing multimediated and programmed instructional materials. Major subjects were: English, language arts, social studies, mathematics, and sciences. (Author/JM)

36 ED091259 SO007368

Caring is Basic... at James Madison School. Profiles of Promise 23.

Hawke, Sherryl

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Publ. Date: 74 Note: 4p.

Descriptors: Behavior Change/ Creative Activities/ *Diagnostic Teaching/ *Disadvantaged Youth/ *Educational Innovation/ Elementary Education/ *Individualized Instruction/ Learning Difficulties/ Open Education/ Program Descriptions/ *Social Sciences/ Student Centered Curriculum/ Student Evaluation/ Student Motivation/ Teacher Developed Materials

Identifiers: *Profiles of Promise

A prescriptive teaching program developed by the teachers of Madison Elementary School, Fargo, North Dakota, is described in the brochure. The students are from low income families; the majority of the teachers have received their training at the New School of Behavioral Studies, University of North Dakota. In determining what is best for each child the staff has four goals: 1) to develop a positive self-concept; 2) to develop enthusiasm for learning; 3) to develop a self-reliant, self-motivated, independent pupil; and 4) to develop personal responsibility. Teachers assess each student's learning skills and learning styles, and then use this evaluation to design a program for the child. The curriculum consists of teacher developed learning packages. The teacher chooses the package which best fits the student's needs. This basic instruction is supplemented by activity-oriented learning centers: the students choose activities and keep their own record of the work they do in the centers. The student's work is evaluated and new directions in his program are decided upon in a weekly conference between each student and his teacher. Because of the importance of the teacher role in the Madison program, continual teacher training is provided. With the new learning climate, attendance has improved, and many more Madison students are going on to complete junior high and high school. (Author/RM)

37 ED091117 88 RC007878

Open Concept School for Indian Education, End of Budget Period Report, 1972-73.

Sault Sainte Marie Public Schools, Mich.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Publ. Date: 17 Aug 73 Note: 72p.

Descriptors: *Academic Achievement/ *American Indians/ Cognitive Development/ Disadvantaged Groups/ Elementary School Students/ Federal Programs/ Individualized Programs/ Objectives / *Open Education/ Performance Factors/ Preschool Children/ *Program Evaluation/ Psychomotor Skills/ School Community Relationship/ Skill Development/ Socioeconomic Status/ *Tables (Data)

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ Michigan/ Sault Sainte Marie

The Michigan Department of Education's 1972-73 Title III evaluation reports on the Elementary and Secondary Education Act (ESEA), Title I Open Concept School program for Indian education in the Sault Sainte Marie Area Public Schools. Of the 190 students in the school, 103 were of American Indian origin; 59% were from low socioeconomic groups. The program included students from 3 1/2 years of age to 14 1/2 years of age. The major goals were: to demonstrate the feasibility of an open concept neighborhood school for the education of Indian children; to create closer community-school relationships; to improve the performance of students in cognitive skills; to broaden student behavior in affective skill areas; and to increase student mastery of psychomotor skills. Parts I and III give data by ESEA evaluation form; the major content of the report is contained in the Independent Evaluator's Report and Interim Report. This independent report focuses on the cognitive and psychomotor development of students in the Open Concept School; on the program's accomplishment of its stated objectives; and on the operational features of the program as perceived by staff and parents. The report covers: observations of teachers; experimental, control schools; on-site observations; parent and staff questionnaires; staff interviews; junior high follow-up; a review of achievement data; and conclusions and recommendations. Most of the information is also presented in tabular form. (KM)

38 ED091116 88 RC007877
Evaluation: Open Concept School for Indian Education, 1971-72.
Sault Sainte Marie Public Schools, Mich.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.
Publ. Date: 72 Note: 70p.

Descriptors: *Academic Achievement/ *American Indians/ Cognitive Development/ Disadvantaged Groups/ Elementary School Students/ Federal Programs/ *Open Education/ Performance Factors/ Preschool Children/ *Program Evaluation/ Psychomotor Skills/ Rural Youth/ School Community Relationship/ Skill Development/ Socioeconomic Status/ *Tables (Data)
Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ Michigan/ Sault Saint Marie
The Michigan Department of Education's 1971-72 Title III evaluation reports on the Elementary and Secondary Education Act (ESEA), Title I, Open Concept School program for Indian Education in the Sault Sainte Marie Area Public Schools. Of the 185 students in the school, 100 were of American Indian origin; approximately 1/2 were economically and educationally deprived; and 14% were rural. The program included students from 3 1/2 years old to 6th grade. The major goals were: to demonstrate the feasibility of an open concept neighborhood school for the education of Indian children; to create closer community-school relationships; to improve the performance of students in cognitive skills; to broaden student behavior in affective skill areas; and to increase student mastery of psychomotor skills. Part I gives statistical data by ESEA evaluation form; Part III, Evaluation Data, also uses reporting forms. Copies of the teacher performance rating scales, the teacher evaluation of the open concept, and a parent survey regarding open concept were also included. The technical supplement includes, both in narrative and tabular form, the research design, instrumentation, and results of testing with the four major instruments--the Test of Basic Experiences, the Stanford Achievement Test, the Otis-Lennon Test of Mental Ability, and the Purdue Psycho Motor Survey. (KM)

39 ED088761 SO007111
Community Schools: Education for Change.
Wilkinson, Doreen H.
National Association of Independent Schools, Boston, Mass.
Publ. Date: Nov 73 Note: 57p.
Available from: National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109 ($2.50 per copy, paper bound)
HC Not Available from EDRS.
Descriptors: *Alternative Schools/ *Community Schools/ Educational Equality/ Educational History/ *Educational Philosophy/ Educational Problems/ *Negroes/ *Parent Participation/ Program Descriptions/ Program Development/ Self Concept/ Social Class/ Urban Schools
Relying on the conviction that, in the unrepresented and impoverished section of our cities, involvement of parents in the education of their children is an essential step on the way to a better life in a fairer and more equal society, this study describes the achievements and limitations of this principle in action as discovered by an individual involved in a community school. The study contains four main sections: origins of community schools; the community school in the black ghetto; the need for a new philosophy of education; and conclusions and recommendations. The historic background of community schools is reviewed and their continued development traced. Parent involvement in the community school of the black ghetto, teaching practices and problems, and the problem of long-run stability are discussed. The prevailing American philosophy of education and the problems of social class and educational equality are related to a basic philosophy of education for Blacks today. The two features of this proposed philosophy are pride of origin and passion for equality. Twelve conclusions and recommendations for others involved in community schools conclude the study. (Author/KSM)

40

ED087598 RC007723
Directorio Chicano.
Southwest Network, Hayward, Calif.
Publ. Date: 16 Jan 74 Note: 19p.
Available from: Southwest Network, 1020 B Street, Hayward, Calif. 94541

Descriptors: *Alternative Schools/ Area Studies/ *Directories / Educational Change/ Educational Resources/ *Mexican Americans / *Publications/ *Resource Centers/ Spanish Speaking

The Southwest Network was created to provide support for developing Chicano alternative schools. It strives to facilitate approaches, problems, contacts, funding, and communication for any alternative Chicano educational efforts requesting such aid. In this process, the Network has prepared an initial directory of Chicano alternative schools, distributing centers, and related publications. Information is based on replies to inquiries during October and November 1973. For logistical purposes, the directory is divided into 4 geographic regions, and then subdivided by state. Approximately 13 alternative education programs and 28 distributing centers are listed. The partial publication listing covers 25 journals. Defunct publications are also given. (KM)

41 ED086772 UD014031
Education By For and About African Americans: A Profile of Several Black Community Schools.
Daniels, Deborah, Ed.
Nebraska Univ., Lincoln. Curriculum Development Center.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: Oct 72 Note: 83p.
Available from: The Nebraska Curriculum Development Center, Andrews Hall, Univ. of Nebraska, Lincoln, Neb. 68508 ($1.00)

Descriptors: *Black Community/ College Students/ *Community Schools/ *Curriculum Development/ *Educational Finance/ Elementary Education/ Kindergarten/ *Negro Education/ Preschool Education/ School Community Relationship/ School Funds/ Secondary Education/ Tutorial Programs/ Urban Schools

The research for this booklet, which was conducted under the label of "The Black Community Schools' Project," had as its main purpose the production of a work which would describe some of the efforts being made by blacks in the area of educating children. The focus is on some of the independent black institutions on the pre-school through junior college level in this country. This booklet is designed to provide some basic information on the schools' backgrounds and their present operations, including information on achievement of academic goals as each school has defined them. Two pre-schools and kindergartens are reported on: Centers for New Horizons, Inc., and Kiddie Kollege Nursery School and Kindergarten. One pre-school/elementary school is reported on, The Get It Together School; one elementary school, New School for Children, Inc.; one elementary/Jr. High School, Highland Park Free School; one pre-school/secondary school, Nairobi Day and High Schools, Incorporated; one elementary/secondary schools, United Block Association; one secondary school, Harlem Preparatory School; and, one junior college, Nairobi College. These schools were intended to represent institutions both from a broad geographic range and from a broad range of philosophies concerning the proper education of black children. (Author/JM)

42 ED082903 RC007370
Evaluation Report of Rough Rock Demonstration School, School Year, 1971-72. Research and Evaluation Report No. 7.
Hopkins, Tom R.; And Others
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Publ. Date: 4 Aug 72 Note: 35p.

Descriptors: *American Indians/ Boarding Schools/ Community Involvement/ Community Schools/ Educational Innovation/ *Elementary Schools/ *Experimental Schools/ *Program Evaluation / *Reservations (Indian)/ School Community Relationship
Identifiers: Navajos/ *Rough Rock Demonstration School
The document was an evaluation of the Rough Rock Demonstration School (RRDS), a contracted school with the Bureau of Indian Affairs (BIA), located on the Navajo Indian Reservation. The evaluation categories for the 1971-72 school year were: (1) student data; (2) program data; (3) staffing; (4) materials; (5) plants; and (6) community support and involvement. Each category had a summary with recommendations--e.g., under student and program data there appears to be misunderstanding of the role and functions of RRDS in relation to the BIA. RRDS looks on itself as an experimental-demonstration school. The BIA looks upon it as a conventional Navajo boarding school. It was recommended that a top level meeting between all parties principal to the venture be called to resolve this. Also included are (1) annotated evaluation references; and (2) appendices--summary of faculty self-evaluation statements and semi-annual evaluation of the multicultural teacher education center. (FF)

43 ED080109 JC730184
Cost Benefit Analysis: Non-Traditional Education for the Disadvantaged. A Report of the National Dissemination Project for the Community Colleges.
Parker, Charles A.
Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.
Publ. Date: 73 Note: 22p.

Descriptors: *Cost Effectiveness/ Decision Making/ *Disadvantaged Groups/ *Educational Innovation/ Educational Objectives/ Post Secondary Education/ Program Budgeting/ *Program Costs/ Program Planning/ *Systems Analysis
This report explores the need for cost-benefit analysis in non-traditional education for the disadvantaged and presents practical suggestions and steps needed to carry out an effective analysis, based upon the experiences in the Community College of Vermont. Steps in such an anslysis include: (1) understand the informational needs of the various audiences; (2) identify the objectives of the decision-maker; (3) identify alternative means of obtaining these objectives; (4) identify costs and benefits of the various alternatives; (5) develop a model to predict future costs and benefits; (6) provide a criterion for ranking alternatives; and (7) remember that the decision-maker may choose to consider additional criteria in the final decision-making. (Author/KM)

44 ED075137 RC006910
A Ten-Year Plan for Indian Education: With Particular Reference to Navajo Community Schools.
Stout, Irving W.
Publ. Date: 30 Jan 70 Note: 30p.

Descriptors: *Adult Education/ *American Indians/ Community Education/ *Community Schools/ Continuous Progress Plan/ *Educational Planning/ Educational Programs/ Mobile Classrooms/ Parent Participation/ *Reservations (Indian)
Identifiers: *Navajos
The 10-year plan for American Indian Education, though overall in its intent, is presented with special reference to the Community Schools on the Navajo Reservation. The plan is based on convictions that facility in the use of the English language is a prime necessity for both children and adults; that a continually enriched environment is desirable; that an educational program, to be fully comprehensive, must include offerings for all ages; and that parents must be actively involved. Basic to the plan is the concept of continuous individual progress. The proposal covers the areas of parent-child centers, day schools, college opportunity, leadership training, extended adult education, mobile educational units, training centers, and local school boards. Fifteen recommendations are made in the areas listed above. The plan is intended to make allowances for the natural and wholly desirable diversity from reservation to reservation owing to geographical and environmental conditions and to individual differences in outlook and leadership. (FF)

45 ED073837 PS006373
Development of Situational Task Methodology for the Evaluation of Process Outcomes in the Open Classroom.
Rentfrow, Robert K.; And Others
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
Publ. Date: 1 Mar 73 Note: 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

Descriptors: *Classroom Observation Techniques/ *Disadvantaged Youth/ Kindergarten/ *Open Education/ Preschool Education/ Preschool Programs/ Primary Grades/ *Program Evaluation/ *Student Behavior/ Teacher Influence/ Technical Reports
Identifiers: Classroom Attitude Observation Schedule/ Project Follow Through/ Project Head Start/ Tucson Early Education Model
The purpose of this research was to develop an evaluation technique to assess how effectively children develop as independent learners within classrooms implementing the Tucson Early Education Model. A situational task was chosen in order to gather information about the ongoing open classroom. The Classroom Attitude Observation Schedule was developed to detect pattern shifts in selected process variables in a classroom during the absence of the teacher and other "controlling" adults. The variables are grouping patterns, classroom activities, and inappropriate behaviors. A pilot study of the CAOS was conducted, using six experimental (TEEM) classrooms and two comparison classrooms. The summary dependent variables were mean group size, mean number of children engaged in an activity, inappropriate behavior, mean number of groups, mean number of activities. The summary activity categories were traditional academic activities, nontraditional cognitive learning activities, play and role playing, snacks and management, and nonfocused activities. Results showed the CAOS sensitive to pattern shifts. The clearest shift appeared with levels of inappropriate behavior. Children in comparison classrooms displayed more inappropriate behavior during teacher absence than did children in the TEEM classrooms. There were significant differences between teacher absence and teacher presence in Comparison classrooms but not in TEEM classrooms. The size of groups in which children clustered themselves changed significantly when the teacher was not present. (KM)

46 ED068166 PS005901
Open Minded, Thought-Filled Education.
Nelsen, Jerald
Central Washington State Coll., Ellensburg.
Publ. Date: Mar 72 Note: 104p.
Available from: Washington Center for ECE, Hebeler Building, Central Washington State College, Ellensburg, Washington 98926 ($2.00)

Descriptors: *American Indians/ Bilingual Students/ Centers of Interest/ Demonstrations (Educational)/ Ethnic Groups/ Inservice Education/ *Migrant Child Education/ *Open Education/ *Paraprofessional School Personnel/ Teaching Methods/ Teaching Models
Identifiers: *British Infant School
A model adapting the ideas of the British Infant School to the culture of American education is presented. The model presents open education as potentially most useful to Indian and Migrant Education and incorporates already existing concepts, such as training in linguistics and thought. This document is divided into three parts: (1) development of an undergraduate training program for teachers and paraprofessionals, (2) review of research relating to the effect of choice on the child, and (3) a model incorporating the ideas associated with the British Infant School. This third part proposes that open education relates to divergent problem solving, tempered by the concern for compassion for and understanding of human frailties. The model is developed at the philosophical, conceptual, and goal levels. (Author/DJ)

47 ED064234 SP005714
The Effects of Nongrading, Team teaching and Individualizing Instruction on the Achievement Scores of Disadvantaged Children.
Marcus, Marie
Louisiana State Univ., New Orleans. Dept. of Elementary and Secondary Education.
Publ. Date: Feb 71 Note: 2p.; Paper presented at the regional International Reading Assn. Conference, Atlanta, February 1971

Descriptors: *Disadvantaged Youth/ *Educational Innovation/ Educational Programs/ *Individualized Instruction/ *Nongraded System/ *Team Teaching
Identifiers: California Achievement Test
In 1968, Clinton Hills Elementary School in Chattanooga, Tennessee, adopted the "Supermarket Idea of Learning." This learning theory provided for setting up a learning center in each instructional area with materials and machines of instruction accessible to all students. Additional features to implement the theory included: a) a daily teacher planning period, b) teaching teams, c) elimination of grade level expectation, d) individualization of instruction, e) multi-age and multi-grade grouping, f) large and small group instruction, g) independent study, and h) opportunities for student tutorials. The California Achievement Test was administered to the students every October for several years; it was possible to compare the test scores for fifth grade children in 1967 before the program was implemented with the test scores for fifth grade children in 1971 three years after the program was initiated. The direction and degree of change of mean CAT scores for the 60 children were compared in each of the following categories: reading vocabulary, reading comprehension, total reading, language, and spelling. Results indicated an improvement of mean scores in each category. (MJM)

48 ED056928 50001880
Memo to Navajo Community Schools.
Lee, George P.
Publ. Date: 5 Jan 71 Note: 95p.

Descriptors: *American Indians/ *Community Colleges/ Community Control/ *Community Schools/ Consultants/ Educational Improvement/ Educational Legislation/ Educational Objectives/ Educational Planning/ Educational Programs/ Federal Aid/ Federal Programs/ *Financial Support/ Foundation Programs/ *Navaho/ Public Support/ Resource Guides/ Student Loan Programs
Identifiers: *Indian Education/ Minority Group Education/ Navaho Community Schools
This handbook contains general resource information for program planning in Navajo education. Contained are listings on: 1) Key Questions; 2) Community Education and Local Control; 3) Education Laboratories; 4) Steps in Starting A Community College; 5) Recommended Books; 6) Bibliography of Instructional Resources; 7) Program Planning and Proposal Writing; 8) National Foundations; 9) American Indian Education; 10) Some Thoughts on Education; 11) Quotes by Great American Leaders; 12) Senator Friends of Indian People; 13) Indian Desks in Washington, D.C.; 14) Federal Programs; 15) Educators and Consultants in Indian Education; 16) Fellowship and Internship Opportunities; 17) Legal Assistance and Interpretation; 18) Indian People; 19) Periodicals, newspapers, and newsletter; and, 20) Financial Aids for Career Studies. (Author/AWW)

49 ED052136 SP004959
Glassboro State College Head Start and Follow Through Supplementary Training Program.
Winter, Evelyn
Glassboro State Coll., N.J.
Publ. Date: 71 Note: 52p.; AACTE Distinguished Achievement Awards entry, 1971

Descriptors: *Adult Education/ College Admission/ *College Programs/ *College Students/ *Educational Innovation/ *Educationally Disadvantaged/ Work Experience
Identifiers: PROJECT HEAD START
Glassboro State College, through its supplementary training program, has attempted to demonstrate its commitment to academic relevance, social concern, and individual advancement. The program was originally designed to supplement regular college programing by including an atypical group of students--the poor, employed, experience-oriented adult. In its 3 years of existence, the program has significantly influenced the broader aspects of educational planning at Glassboro and become a model for future strategy. The U.S. Office of Education funded a national program to offer low-income employees in local Head Start programs the opportunity to enroll in college classes. Glassboro State College has worked as the administering college for the program with five other institutions in New Jersey. The operation of the program varies at each participating college, but has the following objectives: 1) the modification of college admission requirements to include the program population as regular, matriculating students; 2) the examination and revision of courses to make them relevant to the students' work experience; 3) the reversal in some cases of the usual sequence of courses to allow students to move from the practical to the theoretical; 4) development of new and innovative teaching techniques and materials derived from the students' demonstrated needs; and 5) the constant revision of the program operation based on regular evaluation of the students. (MSM)

50 ED050201 UD011487
A Research Report of the North Carolina Advancement School: Fall Term, 1969: Spring Term, 1970.
Godfrey, Ernestine, Ed.
North Carolina Advancement School, Winston-Salem.
Publ. Date: Mar 71 Note: 77p.

Descriptors: *Boarding Schools/ *Disadvantaged Youth/ Elementary Schools/ *Experimental Schools/ Self Concept/ *Underachievers
Identifiers: *North Carolina Advancement School/ Winston Salem
The North Carolina Advancement School was funded by the State of North Carolina in 1967 and charged with the task of conducting research into the causes of underachievement, and experimenting with approaches for its remediation. This is the sixth in the series of research reports. The subjects of the study were sixth-graders who participated in the residential and instructional program during 1969 and 1970. The results of various tests and evaluations show that students attending the 1969 fall term did not evidence the positive gains on achievement, attitudes, self-concepts, and achievement responsibility that were observed for the 1970 spring group. Underachievers had lower self-concepts, more negative views toward home, school, and teachers, and assumed less responsibility for their learning than "typical" students. Various recommendations are presented on what research needs to be done in the future. For related reports, see ED 045 761-765, and UD 011 486. (Author/JW)

51 ED050200 UD011486
A Research Report of the North Carolina Advancement School: Summer Session, 1969.
Godfrey, Ernestine, Ed.
North Carolina Advancement School, Winston-Salem.
Publ. Date: Jan 71 Note: 26p.

Descriptors: *Boarding Schools/ *Disadvantaged Youth/ Elementary Schools/ *Experimental Schools/ Self Concept/ *Underachievers
Identifiers: *North Carolina Advancement School/ Winston Salem
This report of the North Carolina Advancement School is the fifth in a series of research reports describing results derived from working with underachieving boys. The purpose of the school is to define and identify possible causes and remedies of underachievement. Analysis of the data obtained on fourth- and fifth-grade boys who attended the school during the summer of 1969 indicates that significant changes resulted in several areas. One year after returning to their home school, both groups of students evidenced a greater ability to assume responsibility for their own learning, less alienation from school, and improved academic performance. Fourth-graders showed more improvement in behavior, while those in grade 5 made greater improvement in grades. On the basis of these results, there are indications that younger students benefit more from a program designed to remedy underachievement. The students involved in this study will continue to be the subjects of follow-up studies. For related reports, see ED 045 761-765, and UD 011 487. (Author/JW)

52 ED047847 RC005061
Community School at Rough Rock.
Erickson, Donald A.; Schwartz, Henrietta
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.
Publ. Date: Apr 69 Note: 333p.
MF-$0.65 HC Not Available from EDRS.
Descriptors: *Achievement/ *American Indians/ Bilingual Education/ Boarding Schools/ Community Role/ *Community Schools / Community Surveys/ Curriculum/ *Education/ *Evaluation/ Interviews/ School Administration/ Teacher Characteristics
Identifiers: *Rough Rock Demonstration School
The objective of the evaluation of Rough Rock Demonstration School (RRDS) on the Navajo Reservation was to examine, in terms of its own stated objectives, the school's organizational and social system as a whole. Chapters in the 1969 evaluation report are "What We Did and Why," "The Schools That Were Compared," "Community Relationships," "The Dormitories," "Programs of Instruction," "Teacher Characteristics and Concerns," "Pupil Attitude and Achievement," "Harbingers of Change," and "General Conclusions." Schools included in the comparative study with RRDS are Rock Point Boarding School, Chinle Boarding School, and Chinle Public Elementary School. As stated, the main comparisons relate to a carefully selected sample of pupils in each school (pupil criteria are given for all 4 schools). The report provides results of interviews held with teachers, parents, school staff, and other community members in the target areas. Among the findings, it is pointed out that RRDS was believed to be a successful experiment in introducing the new concept of involving Indian adults to exercise authority in controlling their own school. However, it is noted "that the primary focus of administrators (at RRDS) seemed to be on public relations....that the secondary emphasis was on an employment program for local people, and that other affairs of the school were neglected" (see RC 005 062). Not available in hard copy due to marginal legibility of original document. (EL)

53 ED045761 UD011077
A Research Report of the North Carolina Advancement School: Spring Semester 1968.
North Carolina Advancement School, Winston-Salem.
Publ. Date: Aug 68 Note: 121p.
Descriptors: *Academic Achievement/ Achievement Tests/ Boarding Schools/ *Disadvantaged Youth/ Educationally Disadvantaged/ Experimental Programs/ *Experimental Schools/ Intelligence/ Intelligence Tests/ Junior High School Students/ Low Achievers/ Program Evaluation/ Psychological Tests/ Residential Schools/ *Self Concept/ *Student Attitudes/ Student Motivation/ Underachievers
Identifiers: North Carolina Advancement School/ Winston Salem
This research report of the North Carolina Advancement School includes a description of the selection of students and the instructional program; a statistical analysis of the students; an evaluation of the counseling and instructional programs; a discussion of research in progress; and recommendations. The School's purpose is to carry on experimentation and research on the causes and possible remedies of underachievement as well as to help individual students realize their potential. For the Spring, 1968, semester, 108 eighth-grade boys, representing all areas of the state, constituted the resident student body; thirty-six boys from the local area were admitted as day students. The students were given individualized and exploratory instruction working closely with a counselor. In summary, the results of this study tend to indicate that personality characteristics are highly correlated with achievement. It is recommended that further research be done in this area and that diagnostic methods continue to be explored. For related reports see UD 011 076 and 011 078-081. Because of the size of the print, the tables on pages 31-33 will not be easily readable in hard copy. (Author/JW)

54 ED045269 RC004919
Remarks Concerning Rough Rock Demonstration School.
Pistero, Dillon
Publ. Date: May 70 Note: 24p.; Speech given to a group meeting on new model schools (Washington, D.C., May 1970)

Descriptors: *American Indians/ Career Opportunities/ *Community Control/ Community Development/ *Educational Innovation/ *Educational Opportunities/ Elementary Education/ *Experimental Schools/ Parent Participation/ Preschool Education/ Secondary Education
Rough Rock Demonstration School, noted for innovative programs and community control and participation in operations, has encouraged other Indian communities to establish educational institutions and to form organizations interested in education. Rough Rock continues to expand its facilities and innovative programs. Secondary grades are being added 1 grade per year until the first seniors graduate in June of 1974. An Office of Economic Opportunity grant will be used to construct homes for teachers in various camps in the area so that employees of the school will participate in community life and so that local citizens will realize the potential of upgrading their living facilities. Classroom aides are participating in a Career Opportunities Program and are working toward becoming teachers. Plans are under way for a continuing evaluation of the school designed to assist learning rather than to point up failures. A nursery school, kindergarten, and child-care center have recently been established. An environmental sciences laboratory was recently completed. (JH)

55 ED036352 RC004047
The Taholah Community School. Report and Recommendations.
Patterson, Harold L.
Publ. Date: Aug 67 Note: 30p.

Descriptors: Acculturation/ American Indian Culture/ *American Indians/ Annotated Bibliographies/ *Community Control / Community Involvement/ *Community Schools/ Culture Conflict/ Culture Contact/ *Educational Problems/ Educational Programs/ Objectives/ *Program Proposals/ School Community Relationship
Identifiers: *Quinaults/ Washington
A survey is presented of the existing Taholah School, which is one of the few Indian schools administrated by an Indian board of directors. Numerous specific recommendations and proposals for the future are made. Areas discussed are the conflict and confluence of the Indian culture in the educational system, current curricular and classroom practices, and proposed change processes and program-implementation procedures. The document bibliography presents 27 annotated listings of books and periodicals, published between 1874 and 1967, related to Indian cultural development and educational programs. (DK)

56 ED033155 UD005239
New Schools for the Cities: Designs for Equality and Excellence. A Working Paper prepared for the Citizens' Crusade Against Poverty.
Pressman, Harvey
Publ. Date: 66 Note: 49p.
Available from: New Community Press, 1220 Fifteenth Street, N.W., Washington, D.C. 20009

Descriptors: Academic Failure/ *Disadvantaged Youth/ *Educational Innovation/ *Educational Quality/ Ecucational Strategies/ Models/ *Private Schools/ School Community Relationship/ School Organization/ *Urban Education
This paper outlines several schemes for developing quality private schools for inner city students. The basic assumption justifying the proposal that such schools be independently managed is that the urban public school systems have patently failed to educate poor children. Therefore, a new national network of independent schools should be developed. Examples of alternate designs for these new schools are presented. (NH)

57 ED020258 UD005745
PRINCE EDWARD COUNTY, AV HELPS VIRGINIA'S DEPRIVED.
EDGERTON, WILBERT D.
Publ. Date: JAN65 Note: 5P.

Descriptors: *Audiovisual Aids/ Audiovisual Centers/ Audiovisual Instruction/ Audiovisual Programs/ Cultural Activities/ *Disadvantaged Youth/ *Freedom Schools/ Grouping (Instructional Purposes)/ Inservice Teacher Education/ Negro Students/ Nongraded Classes/ School Closing/ Speech Instruction / Team Teaching

Identifiers: LANGUAGE MASTER/ PRINCE EDWARD COUNTY/ VIRGINIA

DISCUSSED IS THE ESTABLISHMENT OF THE PRINCE EDWARD COUNTY FREE SCHOOLS IN VIRGINIA. MANY OF THE CHILDREN HAD NOT ATTENDED SCHOOLS FOR 4 YEARS FOLLOWING THE CLOSURE OF THE PUBLIC SCHOOLS AND, THEREFOPE, THE TRADITIONAL EDUCATIONAL PROGRAM WAS FELT TO BE INADEQUATE FOR THESE STUDENTS. THE FREE SCHOOLS INITIATED UNGRADED CLASSES, TEAM TEACHING, AN EXPANDED AUDIOVISUAL PROGRAM, AND INCREASED SCHOOL TIME. A CENTRAL AUDIOVISUAL CENTER WAS ESTABLISHED TO SERVE ALL THE UNITS OF THE FREE SCHOOLS. THE LANGUAGE MASTER, A DEVICE WHICH COMBINES WRITTEN AND AURAL PRESENTATIONS, WAS CONSIDERED TO BE VERY VALUABLE FOR TEACHING STANDARD ENGLISH TO THE MANY CHILDREN WITH SERIOUS SPEECH PROBLEMS. INSERVICE TRAINING IN THE USE OF AUDIOVISUAL MEDIA WAS PROVIDED. OTHER IMPORTANT COMPONENTS OF THE FREE SCHOOLS PROGRAM WERE FIELD TRIPS, A SUMMER SCHOOL, AND FILMS AND CULTURAL EVENTS FOR THE ENTIRE COMMUNITY. THE AUDIOVISUAL PROGRAM WAS CONSIDERED TO BE SO SUCCESSFUL THAT WHEN THE FREE SCHOOLS CLOSED AFTER ONE YEAR, ALL OF THE EQUIPMENT WAS GIVEN TO THE PUBLIC SCHOOLS WITH THE PROVISO THAT THE PROGRAM BE CONTINUED. THIS ARTICLE WAS PUBLISHED IN "AUDIOVISUAL INSTRUCTION," VOLUME 10, NUMBER 1, JANUARY 1965. (NH)

58 ED016695 UD004156
THE DURHAM EDUCATION IMPROVEMENT PROGRAM, 1966-1967.
Durham Education Improvement Program, N.C.
Publ. Date: AUG67 Note: 43P.

Descriptors: Demography/ *Developmental Programs/ *Disadvantaged Youth/ Evaluation/ *Experimental Schools/ Infants/ Innovation/ Laboratory Schools/ Longitudinal Studies/ Nonprofessional Personnel/ Participant Characteristics/ *Research Projects/ Research Reviews (Publications)/ *School Systems/ Test Results

Identifiers: COLUMBIA MENTAL MATURITY SCALE/ DURHAM/ EDUCATION IMPROVEMENT PROJECT/ NORTH CAROLINA/ PEABODY PICTURE VOCABULARY TEST/ WECHSLER INTELLIGENCE SCALE FOR CHILDREN

THIS REPORT DESCRIBES THE DURHAM EDUCATIONAL IMPROVEMENT PROJECT (EIP) FOR DISADVANTAGED CHILDREN, WHICH WAS DEVELOPED THROUGH THE COOPERATIVE EFFORT OF A UNIVERSITY, TWO SOUTHERN SCHOOL DISTRICTS, A NEGRO COLLEGE, AND A COMMUNITY ACTION PROGRAM. EIP IS AN EXPERIMENTALLY DESIGNED MODEL SCHOOL SYSTEM WHICH PROVIDES LONGITUDINAL STIMULATION. BUILT INTO THE SYSTEM IS A COMPREHENSIVE EVALUATION PROGRAM. THE SYSTEM BEGINS WITH A PROJECT TO OBSERVE THE EARLY BEHAVIOR AND HEALTH OF INFANTS, AND INCLUDES A PRESCHOOL, UNGRADED PRIMARY GROUPS, AND A LABORATORY SCHOOL PLANNED FOR EXPERIMENTATION AND TEACHER TRAINING. A YOUTH PROGRAM FOR DISADVANTAGED ADOLESCENTS AND A PARENT PROGRAM ARE BUILT INTO THE SCHEME. THE PARTICIPANTS IN SUCH A MODEL SYSTEM WILL BE DRAWN FROM ONE COUNTY AND TWO CITY SCHOOLS. THIS REPORT EXAMINES THE EIP RESEARCH COMPONENT, THE CHARACTERISTICS OF THE POPULATION, SOME PRE- AND POSTTEST DATA ON THE PARTICIPATING CHILDREN, AND SOME FINDINGS FROM THE INFANT STUDY PHASE OF THE PROJECT. IT ALSO INCLUDES EXCERPTS FROM STUDIES ALREADY COMPLETED BY THE RESEARCH STAFF AND A DESCRIPTION OF THE WAYS IN WHICH HOUSEWIVES FROM THE COMMUNITY ARE USED AS EDUCATIONAL TECHNICIANS. (NH)